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ABSTRACT

This guide is a performance-based model for preparing paraprofessionals in a teacher-aide's role. It focuses on the knowledge, skills, and attitudes necessary for a teacher-aide to support a teacher's program and facilitate pupil learning. The approach presented here suggests that the effective teacher-aide has competence in the broad areas of (1) human relations, (2) instructional activities, (3) noninstructional activities, and (4) basic skills. Each of these components contains subcomponents, functions, and competencies. The basic skills component includes the subcomponents reading and mathematics. Suggested evaluation activities and sample evaluation criteria are identified for each competency. (Author)

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A PERFORMANCE BASED MODEL FOR TRAINING PARAPROFESSIONALS IN A TEACHER-AIDE'S ROLE

by

Michael E. Carl

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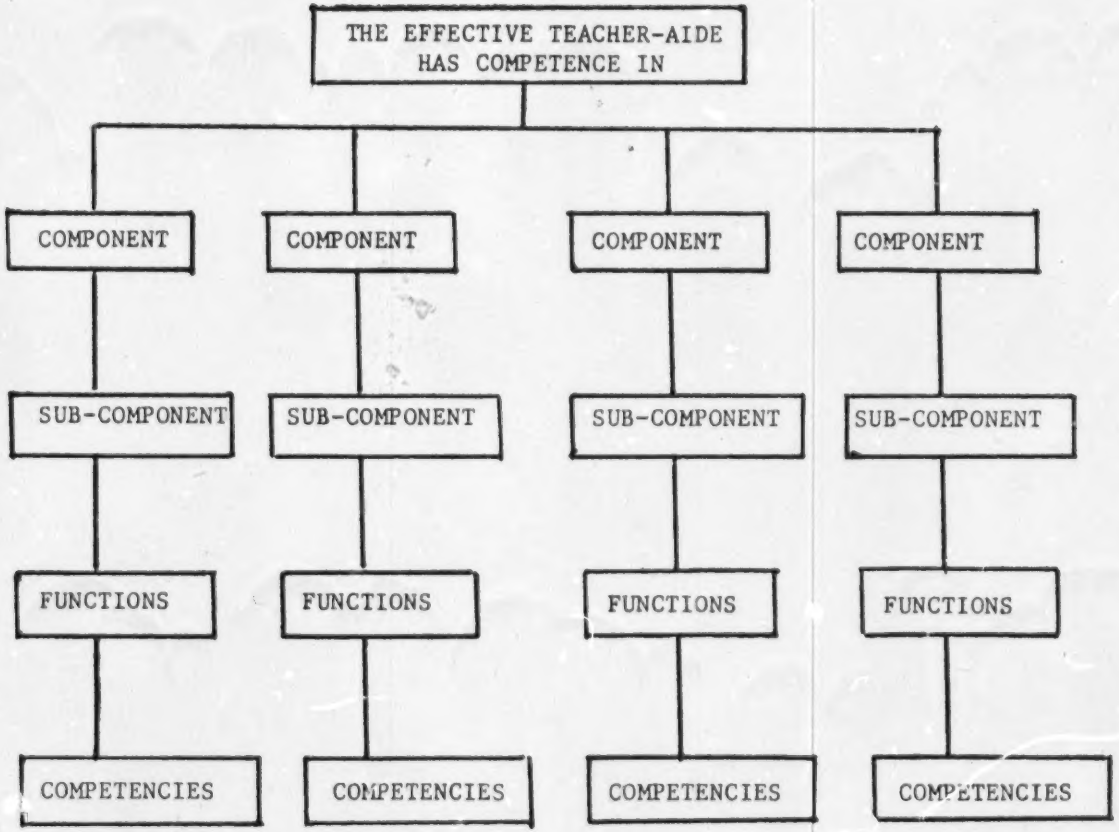


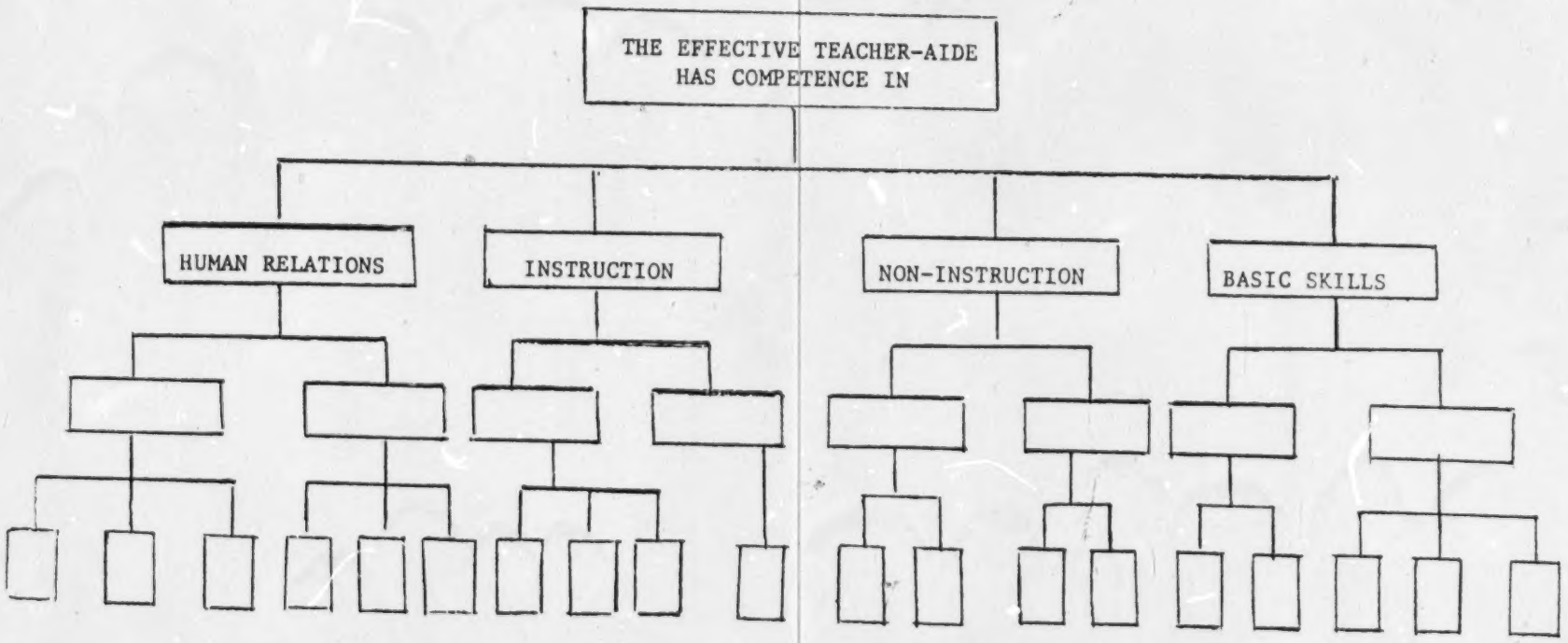
LEVEL ONE: COMPONENT

LEVEL TWO: SUB-COMPONENT

LEVEL THREE: FUNCTIONS

LEVEL FOUR: COMPETENCIES

This model is taken from: A Model for Developing a Performance Based Teacher Education Program by K. Allan Spanjer and James R. Hale, Portland State University, 1972.


THE EFFECTIVE TEACHER-AIDE HAS COMPETENCE IN
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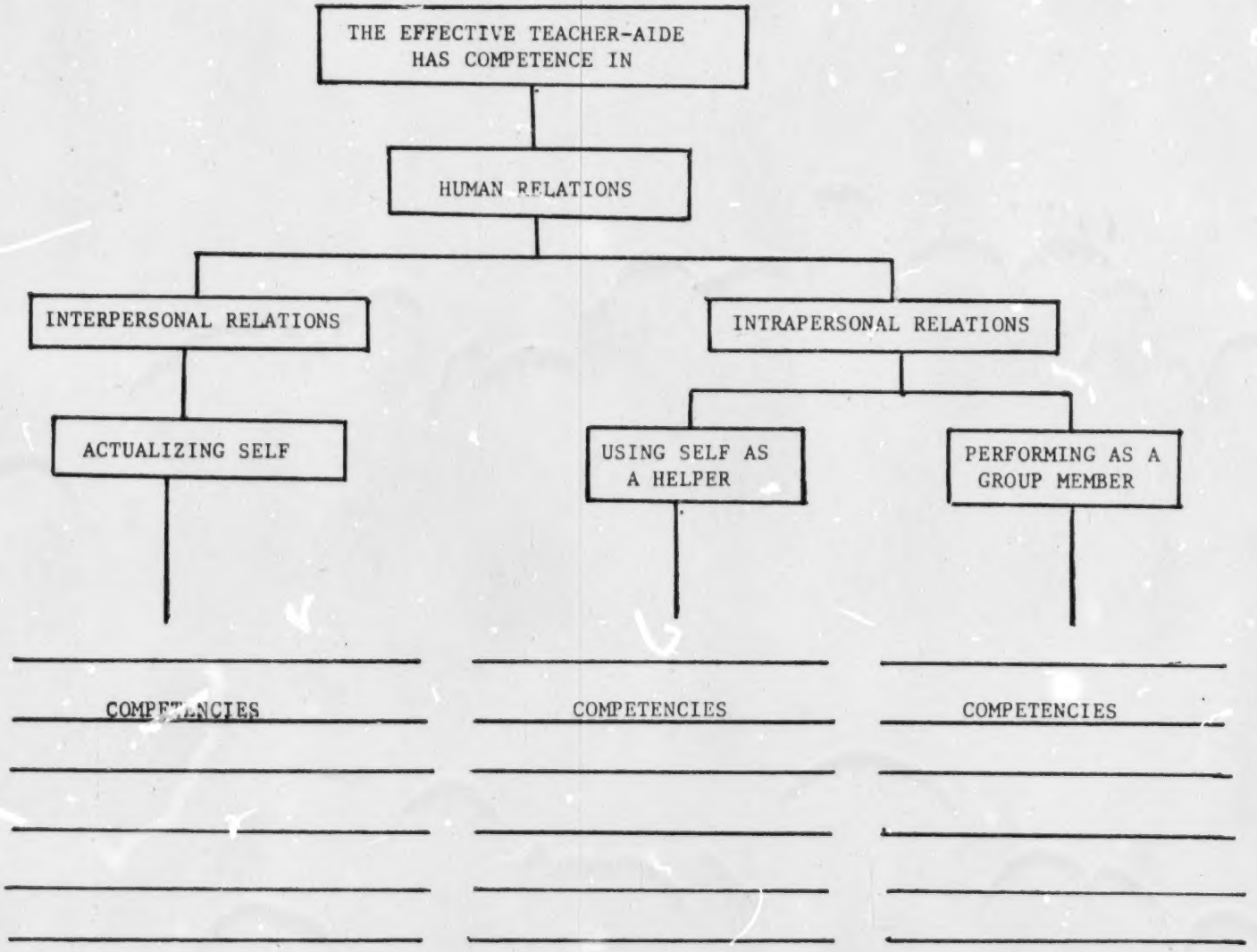
INSTRUCTION
NON-INSTRUCTION
BASIC SKILLS


THE EFFECTIVE TEACHER-AIDE HAS COMPETENCE IN
HUMAN RELATIONS
INTERPERSONAL RELATIONS
INTRAPERSONAL RELATIONS
ACTUALIZING SELF
USING SELF AS A HELPER
PERFORMING AS A GROUP MEMBER
COMPETENCIES
COMPETENCIES
COMPETENCIES

LEVEL ONE: COMPONENT: Human Relations

LEVEL TWO: SUB-COMPONENT: Interpersonal Relations

LEVEL THREE: FUNCTION: Actualizing Self

COMPETENCIES	EVALUATION ACTIVITIES	EVALUATION CRITERIA	CYCL
1.00 The trainee actualizes self.			
The trainee can: 1.01 Share feelings	Given a group exercise in sharing feelings. Given conference between trainee and assigned supervisor. Given classroom observation of trainee's performance by an assigned supervisor.	Trainee expresses a present feeling about someone else in the group. Trainee voluntarily expresses feelings about teacher-aide role to assigned supervisor. Trainee voluntarily expresses feelings to pupils.	
1.02 Share feelings spontaneously.	Given group seminars during the training phase. Given an exercise to produce group frustration. Given classroom observation of the trainee's performance by an assigned supervisor.	Trainee expresses present feelings that in the judgement of the assigned supervisor are consistent with the trainee's non-verbal behavior. Trainee expresses present feelings prior to the conclusion of the activity. Trainee expresses present feelings to pupils when in the judgement of the assigned supervisor it is appropriate to do so.	
1.03 Define encoding and decoding.	Given that trainee reads handout explaining encoding and decoding.	Trainee duplicates encoding and decoding diagram on paper without refering to handout.	

COMPETENCIES	EVALUATION ACTIVITIES	EVALUATION CRITERIA	CYCLE
1.04 Apply encoding-decoding to interpersonal communications.	Given debriefing session with the assigned supervisor following completion of a trio exercise on encoding and decoding.	Trainee can identify one example of encoding-decoding that occurred during the exercise. Trainee can explain how example illustrated concept of encoding-decoding. Trainee can illustrate an example of encoding-decoding in their own communication style that occurred during the exercise. Trainee can site an example of encoding-decoding that occurred during trainee's interaction with student.	
1.05 Ask for other's impressions of him/her.	Given 30 hours of group training in interpersonal communications.	Trainee voluntarily asks for another trainee's impression of him/her.	
1.06 Share his/her impressions of others with them.	Given 30 hours of group training in interpersonal communications.	Trainee voluntarily shares his/her impressions of another trainee with them.	
1.07 Share information about self with others.	Given trio exercise in self disclosure. Given observation of trainee's classroom performance by the assigned supervisor.	Trainee voluntarily shares personal biography with other trainees. Trainee voluntarily shares information from his/her personal biography with pupils.	
1.08 Describe as distinguished from expressing feelings.	Given trainee reads handout explaining methods for describing feelings. Given worksheet with 10 examples of expressions of feelings. Given trio exercise designed to produce exchange of trainee feelings.	Trainee can list 5 different methods for describing feelings. Trainee can rephrase expression of feelings into description of feelings with 100% accuracy. Trainee uses description of feelings to express feelings during exercise.	

COMPETENCIES	EVALUATION ACTIVITIES	EVALUATION CRITERIA	CYCLE
	Given classroom observation of trainee's performance by an assigned supervisor.	Trainee describes feelings as part of classroom communication style.	
1.09 Check his/her perceptions of others feelings and intentions.	Given trainee reads handout explaining procedure for using a perception check.	Trainee can verbalize one example of use of a perception check.	
	Given trio exercise designed to produce exchange of trainee feelings.	Trainee uses perception check to check his/her perception of another trainee's feelings-intentions.	
	Given supervisor's observation of trainee's interaction during interpersonal communications training.	Supervisor observes trainee voluntarily using perception check during interaction with another trainee.	
	Given supervisor's observation of trainee's classroom interaction with pupils.	Trainee uses perception check to check his/her perceptions of pupil's feelings-intentions.	
1.10 Distinguish between intentions and consequences of own behavior.	Given trainee conference with supervisor.	Trainee can illustrate an example of his/her communication where consequences of his/her behavior were different then intentions.	
		Trainee can illustrate an example from pupil interaction in classroom in which consequences of pupil communication conflicted with pupil's intentions.	
1.11 Identify own needs as they affect their behavior.	Given trio exercise in which trainee identifies the characteristics of his/her communication style.	Trainee relates needs to his/her communication style.	
	Given trio exercise in self-disclosure.	Trainee explains behavior by identifying personal needs.	
	Given trainee conference with assigned supervisor to discuss trainee's classroom performance.	Trainee explains his/her behavior by identifying his/her interpersonal needs.	

COMPETENCIES	EVALUATION ACTIVITIES	EVALUATION CRITERIA	CYCLE
1.12 Identify own motivations as they affect his/her behavior.	Given trio excercise in which trainee identifies the characteristics of his/her communications style. Given trainee conference with assigned supervisor to discuss trainee's communications style.	Trainee relates characteristics of communication style to his/her motivations. Trainee describes communication style by explaining his/her motivations. Trainee provides an example of his/ner communication behavior and explains how this behavior is is related to his/her motivation.	
1.13 Identify own values as they affect their behavior.	Given trio exercise designed to facilitate trainee expression of his/her values (values clarification exercise). Given trainee conference with assigned supervisor to evaluate trainee's classroom performance.	Trainee expresses personal values. Trainee provides example of his/her behavior and explains how personal value results in this behavior. Trainee defends classroom behavior by explaining personal values.	
1.14 Assess his/her strengths and weaknesses in a teacher-aide's role.	Given trainee conference with the assigned supervisor to evaluate trainee's classroom performance.	In the judgement of the assigned supervisor, the trainee can verbalize an accurate list of his/her strengths and weaknesses as a teacher-aide.	
1.15 Seek help from others.	Given supervisor's observation of trainee's behavior during interpersonal communications training. Given supervisor's role as helper to trainee.	Trainee seeks help from other trainees. Trainee requests assistance when appropriate. The trainee requests help. Trainee solicits feedback on his/her performance.	

COMPETENCIES	EVALUATION ACTIVITIES	EVALUATION CRITERIA	CYCLE
1.16 Accept help from others.	Given supervisor's observation of trainee's behavior during interpersonal communications training. Given supervisor's role as a helper to trainee.	Trainee changes behavior as a result of help offered by another trainee. Trainee changes behavior as a result of help offered by supervisor.	
1.17 Accept pupil's perceptions of his/her behavior.	Given supervisor's observation of trainee's classroom behavior.	Supervisor observes trainee voluntarily illiciting pupil's perceptions of his/her behavior. Supervisor observes change in trainee's classroom behavior that results from pupil feedback to trainee.	

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LEVEL ONE: COMPONENT: Human Relations

LEVEL TWO: SUB-COMPONENT: Interpersonal Relations

LEVEL THREE: USING SELF AS A HELPER

COMPETENCIES	EVALUATION ACTIVITIES	EVALUATION CRITERIA	CYCLE
2.00 The trainee uses self as a helper.			
The trainee can: 2.01 Paraphrase to assure understanding of what others are saying.	Given trainee reads handout explaining paraphrase. Given trainee completes an exercise sheet with 10 statements, 8 of which are correct paraphrases. Given a trio exercise in which the trainee's are to accurately paraphrase each other. Given supervisor's observation of of the trainee's classroom performance.	Trainee will write a definition of a paraphrase that is acceptable to other members of the trainee's trio. Trainee checks 8 of 10 statements that are correct paraphrases. Trainee will demonstrate skill of paraphrasing to the satisfaction of the assigned supervisor. Trainee will appropriately paraphrase pupils as determined by the assigned supervisor.	
2.02 Describe behavior.	Given trainee reads handout on describing behavior. Given a trio exercise in behavior description. Given supervisor's observation of trainee's classroom performance.	Trainee describes behavior of another trio member. Trainee describes behavior of another trio member. Trainee describes behavior of pupil when trying to understand pupil's intentions.	

COMPETENCIES	EVALUATION ACTIVITIES	EVALUATION CRITERIA	CYCLE
2.03 Check his/her perceptions of other's feelings or intentions.	Given supervisor's observation of trainee's behavior during interpersonal relations training. Given supervisor's informal interaction with trainee during training program.	Trainee voluntarily uses perception check skill in trio activities when appropriate. Trainee checks his/her perceptions of supervisor's intentions or feelings when appropriate.	
2.04 Identify non-verbal communication cues.	Given trainee reads handout on non-verbal communication cues. Given supervisor's observation of trainee's classroom performance.	Trainee lists an example of a non-verbal communication cue that occurred during trio exercise. Trainee can give an example of pupil non-verbal communication cue that occurred during observation.	
2.05 Apply guidelines for receiving feedback.	Given trainee reads handout on guidelines for giving and receiving feedback. Given trio exercise designed to facilitate trio members giving each other feedback.	Trainee can describe 3 guidelines for giving feedback without reference to the handout. Trainee can say why he/she thought person given feedback was ready for feedback.	
2.06 Apply guideline for giving feedback.	Given trainee reads handout on guidelines for giving and receiving feedback. Given trio exercise designed to facilitate trio members giving each other feedback.	Trainee can describe 3 guidelines for determining readiness of receiver without reference to the handout. Trainee can say why he/she thought person given feedback was ready for feedback.	
2.07 Diagram circular process model of interpersonsl communications.	Given exercise sheet with stages of the circular model blank.	Trainee can fill in blanks correctly without reference to the handout.	
2.08 List advantages of two-way communication over one-way communication.	Given trio exercise in one-way-two-way communication.	Trainee can list 3 advantages that two-way communication has over one-way communication.	

COMPETENCIES	EVALUATION ACTIVITIED	EVALUATION CRITERIA	CYCLE
2.09 Behave non-judgmentally in helping others reveal themselves.	Given supervisor's observation of trainee's behavior during interpersonal communications training. Given supervisor's observation of trainee's classroom performance.	In the judgment of the supervisor the trainee behaved non-judgmentally in helping others reveal themselves. Trainee paraphrases rather than judges behavior pupils reveal.	
2.10 Accept differences from self in values.	Given trio exercise in values listing. Given supervisor's observation of trainee's classroom performance.	Trainee accepts value statements of other trio members without evaluating the listed values. Trainee can give 2 examples of pupils who profess values different than trainee's. Trainee can provide evidence that 2 students do not feel they have been singled out for special attention because of their values.	
2.11 Accept differences from self in language.	Given supervisor's observation of trainee's classroom performance.	Trainee describes students without referring to students with different language patterns as problems.	
2.12 Accept differences from self in behavior.	Given supervisor's observation of trainee's classroom performance.	Trainee accepts deviant behavior as problem rather than student as problem.	
2.13 Encourage others to try out new behaviors provisionally.	Given supervisor's observation of trainee's classroom performance.	Trainee does not discourage students from provisionally trying new behaviors.	
2.14 Establish a helping relationship.	Given supervisor's observation of trainee during interpersonal relations training. Given handout explaining a helping relationship.	Trainee helps another trainee. Another trainee seeks help from trainee. Trainee describes how he/she has	

COMPETENCIES	EVALUATION ACTIVITIES	EVALUATION CRITERIA	CYC
		practiced helping another trainee during interpersonal relations training.	
	Given trainee conference with supervisor to evaluate trainee's classroom performance.	Trainee can correctly illustrate how he/she has established a helping relationship with at least one student.	
2.15 Evaluate his/her role in relation to the processes of behavior change.	Given trio exercise in compliance, counter-dependency, and realistic dependency.	Trainee describes at least 2 behaviors characteristic of each role.	
	Given situational handout.	Trainee correctly diagnoses each situation.	
	Given supervisor conference with trainee to evaluate trainee's role in interpersonal relations training.	Trainee describes process of behavior change that in judgment of supervisor best characterizes trainee's performance during training sessions.	
	Given supervisor conference with trainee to discuss trainee's classroom performance.	Trainee describes instances of pupil behavior change and correctly labels the process.	
2.16 Help others to develop personal valuing system.	Given teacher's direction of trainee in administering values clarification strategy to a small group of pupils.	Trainee administers the exercise.	
2.17 Actively respond.	Given trio exercise in freeing and binding responses.	Trainee can use freeing responses.	
	Given supervisor's observation of trainee's classroom performance.	In the judgment of the supervisor, the trainee applies freeing responses in interaction with pupils.	
2.18 Listen attentively.	Given trio exercise in listening.	Trainee can maintain eye contact, paraphrase and actively respond to speaker in trio exercise.	

COMPETENCIES	EVALUATION ACTIVITIES	EVALUATION CRITERIA	CYC
2.19 Develop a plan for clearly modeling own value for human dignity by words and other actions as he/she works with others.	Given trainee conference with supervisor about models. Given supervisor's observation of trainee's classroom performance.	Trainee can illustrate at least 3 ways in which he/she models values to others. Trainee appropriately models values that have been expressed to supervisor.	
2.20 Demonstrates own value for human dignity by words and other actions as he/she works with others.	Given supervisor's observation of trainee's performance during interpersonal communications training. Given supervisor's observation of trainee's classroom performance.	Trainee helps appropriately. Trainee models plan developed in 2.19.	

LEVEL ONE: COMPONENT: Human Relations

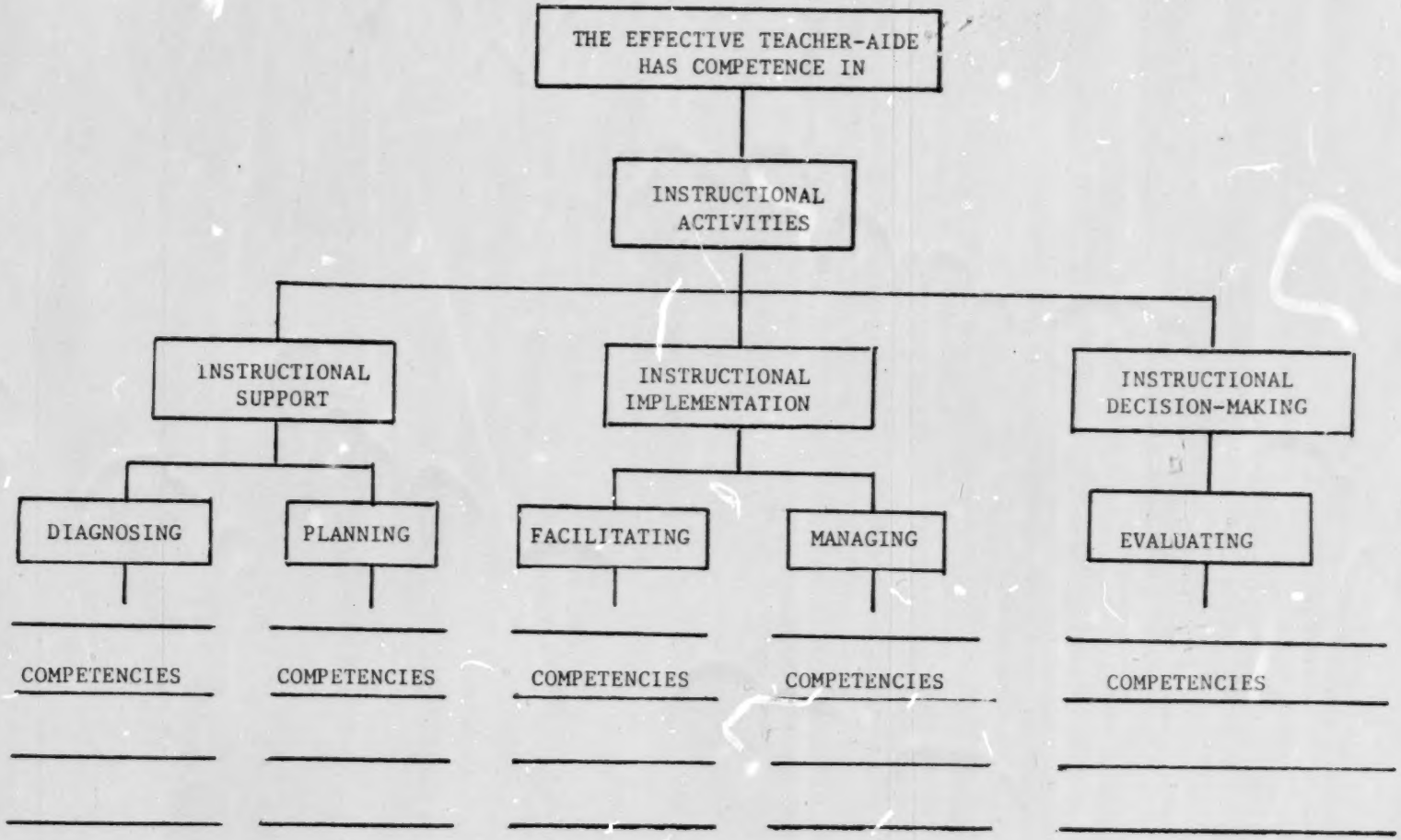
LEVEL TWO: SUB-COMPONENT: Interpersonal Relations

LEVEL THREE: PERFORMING AS A GROUP MEMBER

COMPETENCIES	EVALUATION ACTIVITIES	EVALUATION CRITERIA	CY
3.00 Trainee performs as a group member.			
The trainee can: 3.01 Describe roles of group members.	Given trainee reads handout in group membership roles. Given trainee participates in a trio exercise in roles occurring in groups. Given trainee views videotape of a group in action. Given trainee conference with supervisor about assisting teacher in small group activities.	Trainee can list all roles referred to in the handout. Trainee can accurately describe roles of other trio members and self in previous trio activities. Trainee can identify each role as it is demonstrated by a group member on videotape. Trainee can describe roles played by pupils in preceding small group activities.	
3.02 Participate in different roles as a group member.	Given trainee participates in weekly seminars with other trainees. Given simulation exercise in roles in groups.	Trainee can accurately describe role he plays in weekly seminar group. Trainee can simulate each role so that role is accurately described by other group members.	
3.03 Describe stages of development in groups.	Given trainee reads handout on group development stages.	Trainee can list stages characteristic of group development, duplicating stages identified in handout.	

COMPETENCIES	EVALUATION ACTIVITIES	EVALUATION CRITERIA	CY
	Given trainee has a conference with supervisor at the conclusion of the interpersonal communications training.	Trainee can accurately identify stages of development as they occured in trio during interpersonal communications training.	
3.04 Observe and collect data on group interaction.	Given trainee has role of observer during fishbowl exercise. Given trainee views a videotape of small group of pupils. Given trainee is assigned to observe a group of pupils and record: (1) Number of times each pupil talked. (2) Flow of interaction. (3) Role played by each group member. (4) Decisions made by group.	Trainee can accurately report who talked, when they talked, and how much. Trainee can maintain record of who talked, when, and how much. Trainee can provide supervisor with accurate data.	
3.05 Describe affect of unclear goals on a group.	Given trainee participates in group exercise on clear and unclear goals.	Trainee can list at least three effects unclear goals have on a group's productivity.	
3.06 Write a clear goal statement.	Given trainee writes a goal statement for a group of pupils.	In judgment of supervisor, trainee's goal statement is clear.	
3.07 Contribute as a group member to group decision making.	Given supervisor's observation of trainee's performance during interpersonal communications training.	Trainee verbally contributes to group decision making.	
3.08 Describe effects of strong leader on group development.	Given trainee participates in group exercise on the effects of leadership styles on groups.	Trainee can list 3 effects of strong leader on group development.	
3.09 Recognize interpersonal conflict as a challenge.	Given supervisor's observation of trainee's performance during interpersonal communications training.	Trainee confronts conflicts when in the judgment of the supervisor it is appropriate to do so.	

COMPETENCIES	EVALUATION ACTIVITIES	EVALUATION CRITERIA	CY
	Given supervisor's observation of trainee's classroom performance. Given trainee conferences with supervisor to evaluate trainee's performance during interpersonal communications training.	Trainee confronts conflict when in the judgment of the supervisor it is appropriate to do so. Trainee can describe at least 2 instances where he/she initiated conflict resolution with another trainee.	
3.10 List helping and hindering behaviors as a group member.	Given trainee conferences with supervisor to evaluate trainee's performance as a group member during interpersonal communications training. Given trainee participates in a group exercise designed to test accuracy of trainee's perception of role in group with other members of the group.	Trainee can accurately describe helping and hindering behaviors they have exhibited in the group as determined by the supervisor. Trainee's description of his/her helping and hindering behaviors in the group is evaluated as accurate by other members of the group.	
3.11 Question group progress on a task.	Given trainee participates as a group member in weekly seminars. Given trainee participates as a group member or leader with a small group of pupils.	Supervisor observes consistency between trainee's questioning of group progress and verbal and non-verbal behavior as a group member. When group gets off-task, trainee brings this observation to the attention of the group.	
3.12 Talk about own and other's feelings in a group activity.	Given trainee participates in group exercises designed to encourage trainee expression of feeling. Given supervisor's observation of trainee's performance as a group member.	Trainee discusses own and other's feelings. Trainee expresses own feelings in the group activity. Trainee talks about other's feelings in the group activity. Trainee does not exhibit verbal and non-verbal behavior designed to deny own and other's feelings in group activity.	


THE EFFECTIVE TEACHER-AIDE HAS COMPETENCE IN
INSTRUCTIONAL ACTIVITIES
INSTRUCTIONAL SUPPORT
INSTRUCTIONAL IMPLEMENTATION
INSTRUCTIONAL DECISION-MAKING
DIAGNOSING
PLANNING
FACILITATING
MANAGING
EVALUATING
COMPETENCIES
COMPETENCIES
COMPETENCIES
COMPETENCIES
COMPETENCIES

LEVEL ONE: COMPONENT: Instructional Activities

LEVEL TWO: SUB-COMPONENT: Instructional Support

LEVEL THREE: DIAGNOSING

COMPETENCIES	EVALUATION ACTIVITIES	EVALUATION CRITERIA	CYCL
1.00 The trainee can assist the teacher in diagnosing.			
The trainee can: 1.01 Administer diagnostic materials to a pupil.	Given a diagnostic instrument and a pupil.	Trainee will return the instrument completed by the pupil to the teacher.	
1.02 Administer diagnostic materials to a small group of pupils.	Given a diagnostic instrument and a small group (5-8) of pupils.	Trainee will return the instruments completed by the pupils to the teacher.	
1.03 Administer diagnostic materials to a large group of pupils.	Given a diagnostic instrument and a large group of pupils.	Trainee will return the completed materials to the teacher.	
1.04 Give the teacher a summary of a diagnostic instrument he/she has administered.	Given trainee administers diagnostic materials and has a summary form requested by the teacher.	Trainee gives the completed summary form to the teacher.	
1.05 Report to the teacher a pupil's general intellectual functioning as it is observed in a variety of learning activities.	Given trainee and teacher conference to plan learning activities.	Trainee can describe intellectual functioning of each pupil in a variety of learning activities to the satisfaction of the teacher.	
1.06 Report to the teacher about a pupil's sensory functioning, motor development, and general health as they are observed in a variety of learning activities.	Given trainee and teacher conference to plan learning activities.	Trainee can describe sensory functioning, motor development, and general health of each pupil, as they have observed it in a variety of learning activities, to the satisfaction of the teacher.	

COMPETENCIES	EVALUATION ACTIVITIES	EVALUATION CRITERIA	CYC
1.07 Report to the teacher a pupil's emotional condition as observed in a variety of learning activities.	Given supervisor's observation of of trainee's classroom performance.	Trainee communicates to teacher about a pupil's emotional condition when it is appropriate to do so as determined by the supervisor.	
1.08 Report to the teacher a pupil's social attitudes and behavior as observed in a variety of learning activities.	Given supervisor and teacher conference to evaluate trainee's classroom performance.	Teacher verifies that trainee has been able to provide information when appropriate.	
1.09 Describe the family and community background of each pupil.	Given trainee conference with supervisor about pupils in trainee's assigned classroom.	Trainee can accurately describe family and community background of each pupil in the class from a class roster.	

LEVEL ONE: COMPONENT: Instructional Activities

LEVEL TWO: SUB-COMPONENT: Instructional Support

LEVEL THREE: FUNCTION: Planning

COMPETENCIES	EVALUATION ACTIVITIES	EVALUATION CRITERIA	CYC
2.00 The trainee can support teacher's planning.			
The trainee can: 2.01 Follow a step by step activity plan he/she is given by the teacher.	Given the teacher gives the trainee written directions for a learning activity for 1 pupil. Given the teacher gives the trainee the written directions for a learning activity for a small group of pupils. Given the teacher gives the trainee written directions for a learning activity for a large group.	Trainee completes the activity with the pupil by following the written directions. Trainee completes the activity with the small group by following the written directions. Trainee completes the activity with the large group by following the written directions.	
2.02 Plan a tutoring program for a pupil.	Given the trainee is told by the teacher what knowledge or skill the pupil needs help to master.	Trainee can write a plan extending over at least three meetings with the pupil that results in the pupil demonstrating mastery of skill or knowledge deficiency.	
2.03 Plan games for the classroom in all content areas.	Given trainee attends 1 seminar on gaming. Given trainee and supervisor conference about application of gaming to classroom.	Trainee attends seminar. Trainee attends conference.	

COMPETENCIES	EVALUATION ACTIVITIES	EVALUATION CRITERIA	CYCL
	Given teacher requests that trainee plan in writing 1 small group game for each content area.	Trainee submits written game plan to teacher. Teacher judges the plans to be satisfactory.	
2.04 Suggest appropriate materials to assist teacher's planning.	Given trainee participates in some of teacher's planning sessions. Given trainee conference with supervisor evaluating trainee's classroom performance.	At least two materials suggested by the trainee are included as part of teacher's plans during time trainee and teacher work together. Trainee can list two examples of materials that he/she suggested to the teacher that were used.	
2.05 Participate with teacher in planning short and long range goals.	Given teacher asks trainee to participate in planning activities.	Trainee attends meeting and in the judgment of the teacher provides useful in-puts when appropriate.	
2.06 Plan playground activities for individual pupil.	Given teacher assigns trainee to plan a playground activity for a pupil.	Trainee describes the planned activity to the teacher.	
2.07 Plan playground activities for small group of pupils.	Given teacher assigns trainee to plan a playground activity for a small group of pupils.	Trainee describes the planned activity to the teacher.	
2.08 Type materials for teacher.	Given teacher assigns trainee to type materials.	Trainee returns typed materials to the teacher completed to the teacher's satisfaction.	
2.09 Administer a pre-test.	Given teacher assigns trainee to administer a pre-test to a pupil, small group, or whole class.	Trainee collects and returns the completed pre-test to the teacher.	
2.10 Plan a support role to teacher in a variety of situations.	Given trainee conference with supervisor about trainee's role in classroom.	Trainee explains procedures he/she can use to support the teacher in different situations.	

LEVEL ONE: COMPONENT: Instructional Activities

LEVEL TWO: SUB-COMPONENT: Instructional Implementation

LEVEL THREE: FUNCTION: Facilitating

COMPETENCIES	EVALUATION ACTIVITIES	EVALUATION CRITERIA	CYC
3.00 The trainee can facilitate the teacher's instructional program.			
The trainee can: 3.01 Operate audio-visual equipment.	Given teacher assigns trainee to operate audio-visual equipment as part of trainee's instructional duties.	Trainee demonstrates mastery of Competency 1.01 in Non-instructional Activities component.	
3.02 Direct small group activities in all subject areas.	Given teacher assigns trainee to direct small group activity in any subject area. Given trainee conference with supervisor to evaluate trainee's classroom performance.	Trainee directs the small group activity to the satisfaction of the teacher. Trainee can list at least one small group activity he/she directed in each subject matter area.	
3.03 Gather materials needed to support teacher's instructional plans.	Given teacher provides trainee with list of materials needed and assigns trainee to gather materials.	Trainee provides the teacher with the materials in what the teacher judges is a reasonable length of time.	
3.04 Work independently once task is assigned by teacher.	Given teacher provides trainee with directions for completing a task. Given the teacher provides the supervisor with an explanation of a task he/she has assigned to the trainee, the supervisor observes the trainee's performance.	Trainee provides evidence that the task was completed. Supervisor verifies that trainee completed the task as directed.	

COMPETENCIES	EVALUATION ECTIVITIES	EVALUATION CRITERIA	CYC
3.05 Express willingness to help to support teacher's instructional program.	Given trainee and teacher conference about trainee's role in assisting teacher.	Trainee expresses willingness to help.	
3.06 Be available before classes in the morning and afternoon.	Given supervisor's observation of of trainee's performance.	Trainee is available in classroom before and after school unless teacher has approved trainee's absence.	
3.07 Express willingness to try a new approach when appropriate.	Given trainee and teacher conference periodically about trainee's performance.	Trainee experiments with behavior when appropriate as evaluated by teacher.	
3.08 Work as a team member.	Given trainee is encouraged by the teacher to function as a team member.	Team members indicate their approval of trainee's performance as a team member to the supervisor.	
3.09 Complete tasks on time.	Given teacher sets deadlines with trainee.	Trainee is able to meet deadlines at least 95% of the time.	
3.10 Assist in field trips.	Given teacher and trainee conference about trainee's role on field trips. Given trainee and supervisor conference to evaluate trainee's performance.	Teacher verifies that trainee has effectively filled role. Trainee explains role he/she has filled on field trips.	
3.11 Tutor individual pupils.	Given teacher assigned trainee to tutor individual pupil. Given pupils evaluate trainee's role as a tutor.	Trainee provides teacher with evidence that pupil has reached objectives of tutoring sessions. Pupils react positively to trainee as a tutor.	
3.12 Learn names of pupils within a reasonable length of time.	Given teacher gives trainee class roster and specifies reasonable length of time for trainee to learn pupil's names.	Trainee can identify pupil and name with 100% accuracy.	
3.13 Interact with all pupils.	Given trainee is encouraged to interact with all pupils.	Within one week after being initially assigned in the classroom	

COMPETENCIES	EVALUATION ACTIVITIES	EVALUATION CRITERIA	CYCL
	Given trainee is in room for at least two weeks.	the trainee can verify that he/she has talked with every pupil in the room individually. Teacher asks all pupils who have talked with trainee to raise hands. All students raise hands.	
3.14 Help pupils in library.	Given teacher assigns trainee to help pupils in library. Given teacher assigns trainee to help pupils in library. Supervisor observes trainee's performance.	Trainee reports that he/she was able to help pupils in all situations. Supervisor verifies trainee helped pupils in the library.	
3.15 Help pupils use dictionary.	Given teacher assigns trainee to help pupils on a dictionary assignment.	Trainee is able to resolve all pupil requests for assistance.	
3.16 Participate in organized games.	Given teacher assigns trainee to supervise game activities.	Trainee voluntarily participates in organized games.	
3.17 Clearly write assignments, directions, etc., on blackboard.	Given teacher assigns trainee to write assignments, directions, etc., on blackboard.	Teacher can stand at furtherest point from the blackboard and read trainee's writing.	
3.18 Listen to children read individually.	Given teacher assigns trainee to listen to individual children read to him/her.	Trainee can report to the teacher content of what child read.	
3.19 Read to children.	Given teacher listens to trainee reading to children. Given teacher checks with children who just finished listening to trainee read.	Teacher can understand trainee's reading. All children raise their hand when teacher asks them if they were able to understand trainee's reading.	
3.20 Give teacher prepared instruction.	Given teacher provides trainee with written instructions to give to class and observes trainee giving instructions to class.	Teacher verifies that directions were given accurately.	

COMPETENCIES	EVALUATION ACTIVITIES	EVALUATION CRITERIA	CYC
3.21 Voluntarily initiate tasks when appropriate to support teacher's instructional program without teacher direction.	Given trainee has been in assigned room for at least 2 weeks.	Trainee can provide at least 2 examples of tasks he/she performed without teacher direction.	
	Given trainee conference with supervisor to evaluate trainee's performance.	Trainee is able to list at least 2 examples of tasks he/she voluntarily completed without teacher direction.	

LEVEL ONE: COMPONENT: Instructional Activities

LEVEL TWO: SUB-COMPONENT: Instructional Implementation

LEVEL THREE: FUNCTION: Managing

COMPETENCIES	EVALUATION ACTIVITIES	EVALUATION CRITERIA	CYCL
4.00 Trainee can support the teacher's instructional program by managing pupil behavior and organizational activities.			
The trainee can: 4.01 Check out films, records, and other audio-visual aids.	Given teacher assigns trainee to check out and return to room with a piece of audio-visual equipment.	Trainee returns with the proper equipment within a reasonable length of time.	
4.02 Keep pupils on-task in the teacher's absence for short lengths of time.	Given supervisor's observation of trainee's classroom performance while teacher is temporarily absent. Given teacher leaves trainee in charge of activity for a short period of time.	Pupils remain on-task while trainee is in charge. Teacher returns and pupils are still on task.	
4.03 Contribute to maintaining a positive climate in the room.	Given teacher administers How It Feels Here questionaire to the pupils before the trainee is assigned to the room. Teacher re-administers the same questionaire after the trainee has been in the room for at least one month. Given teacher questions pupils about trainee's role in the room after trainee has been in the room for at least one month.	Are no significant differences on the pre and post questionaires. Majority of pupils react positively to trainee's presence in the room.	

COMPETENCIES	EVALUATION ACTIVITIES	EVALUATION CRITERIA	CYC
4.04 Make learning enjoyable.	Given trainee tutors several different pupils during at least two months in the classroom. Teacher questions pupils about trainee's role as a tutor.	Majority of pupils report positive feelings about interaction with trainee.	
	Given trainee is assigned a small group activity on a regular basis. Trainee administers How It Feels Here questionaire as a pre-post instrument.	Trainee reports either no-change or a positive change in summarizing the pre-post questionaires.	
4.05 Support the teacher's classroom management procedures.	Given trainee conferences with supervisor after at least three weeks of classroom experience. Supervisor has met previously with teacher and discussed the teacher's classroom management procedures.	Trainee can accurately paraphrase teacher's management procedures to the supervisor.	
	Given the teacher describes several management problems encountered in the classroom.	Trainee responds with his/her procedure for handling the problem and the teacher evaluates the trainees procedure as consistent with teacher's procedures in each case.	
	Teacher observes trainee's performance in managing pupil behavior.	Teacher verifies that trainee's management procedure is consistent with teacher's procedures.	
4.06 Enforce the teacher's classroom management procedures.	Given the trainee is assigned by the teacher to supervise a student who has misbehaved.	Trainee's management of student is consistent with teacher's directions.	
	Given the trainee is left in charge of the class for a short period of time while being observed by the supervisor.	Trainee manages situations with procedures consistent with teacher's management procedures.	
4.07 Be consistent in managing pupils.	Given teacher and trainee conference about trainee's management of pupil learning and behavior.	Trainee can explain his/her behavior in a given situation by describing how his/her behavior has been consistent over period of time.	

COMPETENCIES	EVALUATION ACTIVITIES	EVALUATION CRITERIA	CYCL
	Given teacher questions pupils about trainee's role.	Pupils do not describe any inconsistencies in the trainee's management style.	
4.08 Observe and tally pupil behavior.	Given trainee observes a video tape of pupils and records instances of pupil behavior using AT-Task observation procedures. Given supervisor and trainee tally instances of a certain pupil behavior while the teacher is in charge of the class. Given teacher assigns trainee to chart a pupil's behavior.	Trainee's total tallies are within plus or minus 5 of mean of other trainees observing the same video tape. Trainee's tallies do not vary more than plus or minus 5 from supervisor's tallies. Trainee gives the teacher the completed chart.	
4.09 Manage pupil behavior on field trips.	Given teacher acts as observer and accompanies class and trainee on a field trip. Given teacher assigns trainee to supervise students on a field trip. Teacher questions students about field trip upon their return. Trainee evaluates his/her performance in managing pupil behavior on field trips. Given supervisor acts as observer on a field trip supervised by trainee.	Teacher verifies that trainee adequately managed pupil behavior. Pupils to not express feelings about trainee's management of pupil behavior to the teacher. Trainee reports that he/she has little or no difficulty in managing pupil behavior on field trips. Supervisor verifies that trainee was able to manage pupil behavior.	
4.10 Accept responsibility for pupil behavior when pupils are under his/her supervision.	Given trainee is to manage pupil behavior while pupils are under his/her supervision. Given an instance of negative pupil behavior takes place when the pupil is under the supervision of the trainee.	Trainee manages pupil behavior without threatening pupils with a report to the teacher. Trainee confronts the negative pupil behavior and resolves it without requesting assistance from the teacher.	

COMPETENCIES	EVALUATION ACTIVITIES	EVALUATION CRITERIA	CYCLE
	Given teacher assigns trainee to supervise an activity that is not correctly completed by the pupils.	Trainee examines his/her role in students inability to complete activity.	
4.11 Describe location of forms necessary to refer pupil to counselor, Vice-Principal, etc.	Given teacher asks trainee to obtain blank form.	Trainee provides teacher with proper form.	
4.12 Use positive reinforcement.	Given trainee participates in seminar on using positive reinforcement. Given teacher observes trainee's tutoring of individual pupils. Given teacher and trainee plan management program for a pupil that is based in part on use of positive reinforcement.	Trainee can list three examples of positive reinforcement techniques. Teacher verifies trainee's appropriate use of positive reinforcement. Trainee follows the plan in interaction with pupil.	
4.13 Involve pupils in determining guidelines for acceptable pupil behavior.	Given teacher assigns trainee to supervise a small group in a new activity that is to last several days. Teacher directs trainee to involve pupils in determining guidelines for pupil behavior in small group. Given teacher assigns trainee to introduce pupils to new interest center. Trainee is to involve students in determining rules for using the interest center.	Trainee gives teacher a written list of guidelines for pupil behavior in the small group. Trainee provides a written list of rules for using the interest center that is suitable for putting on the bulletin board.	
4.14 Identify sources of deviant pupil behavior.	Given teacher and trainee conference to plan management procedures for a pupil. Given trainee participates in a seminar about identifying sources of deviant pupil behavior. Trainee reads a situational description and responds as to what could be cause of deviant behavior in situation.	Trainee can generate at least three alternative reasons as to why pupil is behaving in present manner. Seminar leader evaluates trainees responses as accurate and reasonable.	

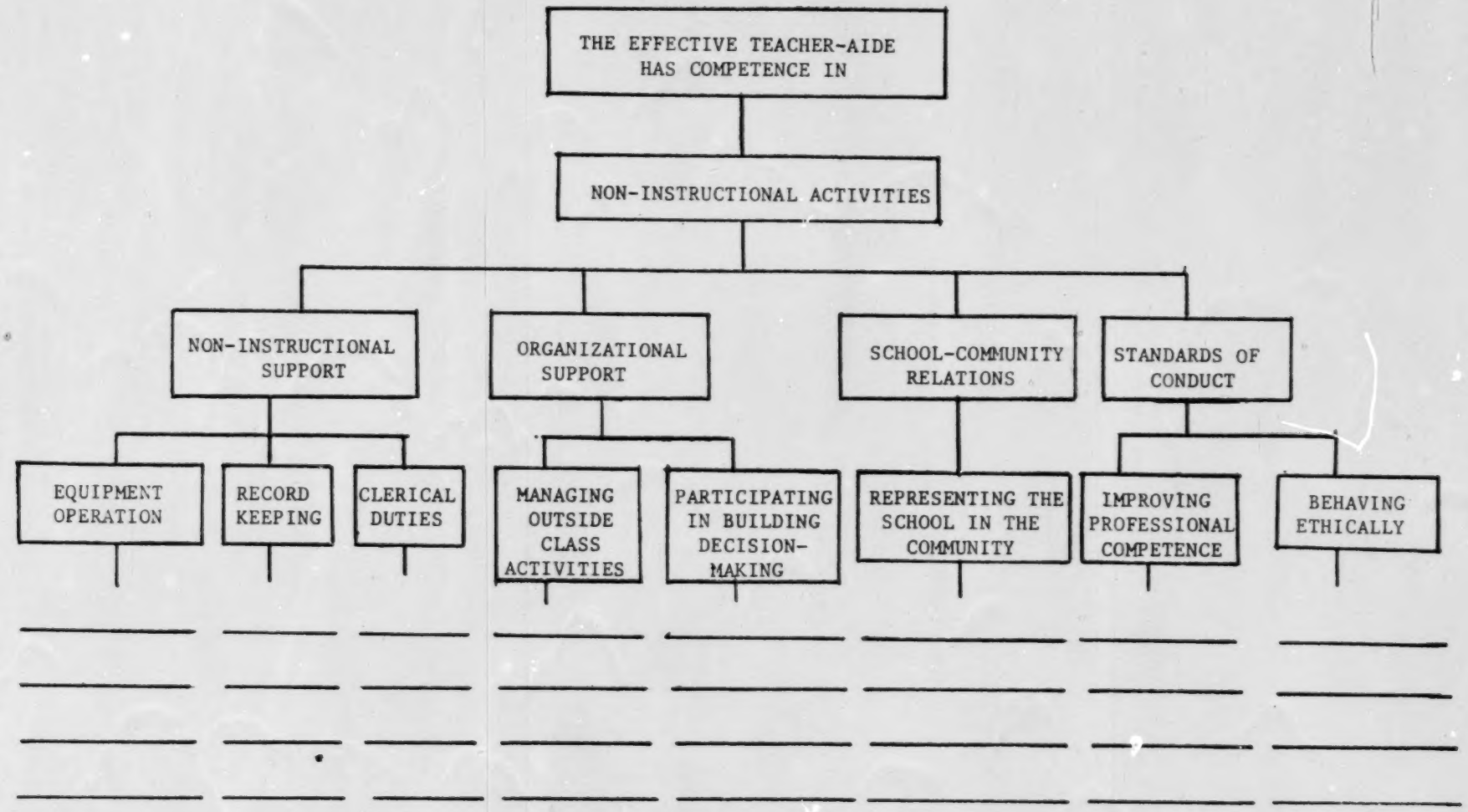
COMPETENCIES	EVALUATION ACTIVITIES	EVALUATION CRITERIA	CYCL
4.15 Be attentive.	Given trainee participates in trio exercise about attentive listening.	Trainee can listen to another trainee and display verbal and non-verbal actions of attentive listening.	
	Given teacher assigns trainee to listen to pupils read individually.	Trainee displays verbal and non-verbal actions of attentive listening.	
	Given pupils spontaneously request trainee's attention.	Trainee displays verbal and non-verbal actions of attentive listening.	
4.16 Display emphathy and concern for children, including withdrawn, hostile and non-productive children.	Given teacher and trainee conference about pupil progress.	Trainee expresses emphatic statements and concern for pupils who teacher has diagnosed as withdrawn, hostile, and non-productive.	
	Given teacher requests trainee's analysis of specific pupils progress. Pupils have been identified as withdrawn, hostile, and non-productive.	Trainee expresses concern and empathy for students.	
	Given teacher gives trainee choice of 2-3 pupils to help individually (1 of whom is already diagnosed).	Trainee chooses to help withdrawn, hostile, and non-productive pupil.	
4.17 Make constructive interventions.	Given teacher observes trainee's classroom performance.	Trainee makes appropriate and constructive interventions in the judgment of the teacher.	
	Given supervisor observes trainee's performance during interpersonal communications training.	Trainee confronts appropriately and constructively in the judgment of the supervisor.	

LEVEL ONE: COMPONENT: Instructional Activities

LEVEL TWO: SUB-COMPONENT: Instructional Decision-making

LEVEL THREE: FUNCTION: Evaluating

COMPETENCIES	EVALUATION ACTIVITIES	EVALUATION CRITERIA	CYCLE
5.00 The trainee can support the the teacher's instructional evaluation activities.			
The trainee can: 5.01 Administer make-up tasks and assignments.	Given trainee is assigned to administer make-up tests or assignments.	Trainee gives teacher tests or assignments.	
5.02 Administer spelling tests.	Given trainee is assigned to administer a spelling test.	Trainee gives teacher completed tests.	
5.03 Administer pre and post tests.	Given trainee is assigned to administer a pre or post test.	Trainee gives completed tests to teacher.	
5.04 Administer break-in tests.	Given trainee is assigned to administer a break-in test.	Trainee gives the completed test to the teacher.	
5.05 Do make-up work with pupils.	Given trainee is assigned to help pupils complete make-up work.	Pupils turn in completed make-up work.	
5.06 Correct tests.	Given trainee is provided with answer key and tests.	Trainee gives corrected tests to teacher.	
5.07 Correct assignments.	Given trainee is provided with directions about how to evaluate assignment.	Trainee gives corrected assignments to teacher.	
5.08 Tally instances of pupil behavior.	Given trainee is assigned to tally instances of defined pupil behavior.	Trainee gives completed tally sheet to teacher.	


THE EFFECTIVE TEACHER-AIDE HAS COMPETENCE IN
NON-INSTRUCTIONAL ACTIVITIES
NON-INSTRUCTIONAL SUPPORT
ORGANIZATIONAL SUPPORT
SCHOOL-COMMUNITY RELATIONS
STANDARDS OF CONDUCT
EQUIPMENT OPERATION
RECORD KEEPING
CLERICAL DUTIES
MANAGING OUTSIDE CLASS ACTIVITIES
PARTICIPATING IN BUILDING DECISION-MAKING
REPRESENTING THE SCHOOL IN THE COMMUNITY
IMPROVING PROFESSIONAL COMPETENCE
BEHAVING ETHICALLY

LEVEL ONE: COMPONENT: Non-Instructional Activities

LEVEL TWO: SUB-COMPONENT: Non-Instructional Support

LEVEL THREE: FUNCTION: Equipment Operation

COMPETENCIES	EVALUATION ACTIVITIES	EVALUATION CRITERIA	CYCL
1.00 The trainee can operate equipment necessary to support the teacher's instructional program.			
The trainee can: 1.01 Recognize each of the following pieces of equipment: 16 MM Projector Tape Recorder Record Player Overhead Projector Overhead Transparency Opaque Projector Film Loop Slide-Filmstrip Projector Video Tape Recorder Television Camera Felt Boards 2x2 Slides Dry Mounting Instructional Materials Bulletin Boards Information Handouts Chalk Boards Ditto Thermo-Fax Memeo Paper Cutter Ditto Machine Slide Projector	Given visitation to a media center and a list of equipment.	Trainee can identify equipment from list with 100% accuracy by recording correct serial number of each piece of equipment on list.	

COMPETENCIES	EVALUATION ACTIVITIES	EVALUATION CRITERIA	CYCLE
1.02 Can laminate materials.	Given trainee is assigned to laminate instructional materials.	Trainee gives laminated materials to the teacher.	
1.03 Make transparencies.	Given the trainee is assigned to make a transparency.	Trainee returns completed transparency to the teacher.	
1.04 Make posters.	Given the trainee is assigned to make a poster.	Trainee returns the completed poster to the teacher.	
1.05 Trace from opaque projector.	Given the trainee is assigned to trace a picture using the opaque projector.	Trainee returns the picture to the teacher.	
1.06 Make copies on ditto machine.	Given the trainee is checked out by the teacher on the ditto machine and given the task of typing on a ditto and running copies.	Trainee gives the copies to the teacher.	
1.07 Operate a typewriter.	Given trainee is assigned materials to type with no immediate deadline.	Trainee gives the teacher the typed copy with no errors on it.	
1.08 Prepare maps, charts, graphs, and other visual aids.	Given trainee is provided with materials and assigned to prepare a map, chart, graph or other visual aid.	Trainee gives the finished product to the teacher.	
1.09 Prepare bulletin boards.	Given the trainee is assigned a theme and directed to design a bulletin board display.	Teacher accepts the bulletin board as satisfactory.	

LEVEL ONE: COMPONENT: Non-Instructional Activities

LEVEL TWO: SUB-COMPONENT: Non-Instructional Support

LEVEL THREE: FUNCTION: Record Keeping

COMPETENCIES	EVALUATION ACTIVITIES	EVALUATION CRITERIA	CYCL
2.00 The trainee can maintain records in support of the teacher's instructional program.			
The trainee can: 2.01 Correctly identify forms used in the building for: Daily Attendance Book Checkout Equipment Checkout Teacher's Gradebook Field Trip Approval Lunch Count Library Cards Health Referral Forms Class Schedule Report Cards	Given trainee receives a set of blank forms for all activities.	Trainee correctly describes purpose for each form.	
2.02 Fill out each form correctly.	Given trainee receives a blank form and is assigned the task of filling each form out for a sample situation.	Trainee submits all forms filled out correctly.	
2.03 Describe process each form must follow to be approved.	Given trainee and teacher conference about the process for each form.	Trainee describes process for each form.	
2.04 Maintain daily attendance records.	Given teacher assigns trainee to maintain daily attendance records.	Trainee's attendance record checks with attendance records in main office.	
2.05 Maintain homework and assignment turn-in records.	Given pupils turn in homework and assignments to trainee.	Trainee's records are up-to-date and accurate when spot checked by teacher.	

COMPETENCIES	EVALUATION ACTIVITIES	EVALUATION CRITERIA
2.06 Record grades in the teacher's gradebook.	Given teacher and trainee conference about procedure teacher uses for recording grades.	Trainee has recorded grades correctly when teacher spot checks the gradebook.
2.07 Design temporary forms for instructional use.	Given trainee is assigned to develop form for specifically identified purpose.	Trainee gives teacher sample form.

LEVEL ONE: COMPONENT: Non-Instructional Activities

LEVEL TWO: SUB-COMPONENT: Non-Instructional Support

LEVEL THREE: FUNCTION: Clerical Duties

COMPETENCIES	EVALUATION ACTIVITIES	EVALUATION CRITERIA	CYCL
3.00 The trainee can perform clerical duties necessary to support the teacher's instructional program.			
The trainee can: 3.01 Describe school attendance policies.	Given trainee reads Building Handbook section on attendance and conferences with the teacher about policies.	Trainee can accurately paraphrase handbook policies to the teacher.	
3.02 Pass out papers.	Given trainee returns papers to pupils.	Teacher verifies satisfactory performance.	
3.03 Leave area of room clear after concluding supervision of pupil learning activity.	Given teacher assigns trainee to supervise small group learning activity.	Area of room used by trainee is suitable for another activity following completion of trainee's supervised activity.	
3.04 Return checked out materials on time.	Given trainee checks out materials and is responsible for the return of the materials.	Trainee establishes a pattern of returning checked out items on time as determined by teacher spot check of check-out areas.	
3.05 Complete decorations for holidays and other special occasions.	Given trainee is assigned to decorate area for holiday or special occasions.	Trainee completes assignment on time.	
3.06 File papers correctly.	Given teacher explains filing system to trainee and asks trainee to file materials.	Teacher spot-checks file and material is filed correctly.	
3.07 Maintain files.	Given trainee is assigned to regularily file materials.	Teacher spot-checks file and file is up-to-date and complete.	

COMPETENCIES	EVALUATION ACTIVITIES	EVALUATION CRITERIA	CYCL
3.08 Maintain records for supplies.	Given trainee is assigned to maintain records of supplies and use of materials.	Teacher spot-checks supply area and sign-out sheets and verifies that they are accurate and up-to-date.	
3.09 Name supplies used to support instruction.	Given trainee is provided with a sample of all supplies used in the class.	Trainee can name each item with 100% accuracy.	
3.10 Phone at teacher's request.	Given teacher assigns trainee to complete phone calls.	Trainee verifies that phone calls were completed.	

LEVEL ONE: COMPONENT: Non-Instructional Activities

LEVEL TWO: SUB-COMPONENT: Organizational Support

LEVEL THREE: FUNCTION: Managing Outside Class Activities

COMPETENCIES	EVALUATION ACTIVITIES	EVALUATION CRITERIA	CYCL
4.00 The trainee can manage outside classroom activities in support of the teacher's instructional program.			
The trainee can: 4.01 Supervise students on playground duty.	Given trainee is assigned to supervise playground activity. Supervisor observe's trainee's performance.	Supervisor verifies that trainee completed task.	
4.02 Perform hall duty.	Given trainee is assigned to hall duty.	Trainee is at station on time and does not leave until released.	
4.03 Check restrooms.	Given trainee is assigned to check restrooms.	Trainee performs duty on time and at assigned time,	
4.04 Identify location of all facilities in the building, i.e., gym, faculty room, restrooms, healthroom, etc.	Given trainee is in the building for at least two weeks. Trainee is given map of the building and asked to identify locations of all facilities.	Trainee can identify location of all facilities with 100% accuracy.	
4.05 Identify all possible safety hazards on the playground and in the building.	Given trainee receives an orientation to safety on playground and in the building.	Trainee can identify most safety hazards on the playground and in the building.	
4.06 Explain the district and building policies on injuries.	Given trainee is requested to take care of a simulated injury situation.	Trainee can explain correct prodedure, forms. and immediate action.	

COMPETENCIES	EVALUATION ACTIVITIES	EVALUATION CRITERIA	CYCL
4.07 Demonstrate knowledge of emergency procedures.	Given trainee is asked to explain actions in simulated emergency situations, i.e., fire drill, etc.	Trainee describes correct procedures for each situation.	
4.08 Voluntarily offer help in spontaneously occurring situations on playground, in building, i.e., fights, injury, etc.	Given trainee encounters unexpected situation on playground or in building.	Trainee helps or offers help.	

LEVEL ONE: COMPONENT: Non-Instructional Activities

LEVEL TWO: SUB-COMPONENT: Organizational Support

LEVEL THREE: FUNCTION: Participating in Building Decision-Making

COMPETENCIES	EVALUATION ACTIVITIES	EVALUATION CRITERIA	CYCLE
6.00 Trainee participates in building decision-making.			
The trainee can: 6.01 Attend meetings for which attendance is required.	Given trainee is required to attend meetings in the building, i.e., faculty meetings, area or department meetings, etc.	Trainee attends meetings unless ill or excused by teacher.	
6.02 Accept committee assignments and participate as a committee member.	Given trainee is asked to fill a committee member position.	Trainee accepts unless committee responsibility conflicts with other more important responsibility.	
6.03 Express views and opinions in meetings if appropriate.	Given trainee has strong views and opinions that relate to total school program.	Trainee expresses views and opinions in meeting rather than in faculty room or to general public outside school.	
6.04 Offer suggestions to improve teacher's instructional program when appropriate.	Given teacher requests that trainee share ideas and opinions with he/she.	Teacher can provide at least three suggestions made by the trainee that were appropriate and useful.	

LEVEL ONE: COMPONENT: Non-Instructional Activities

LEVEL TWO: SUB-COMPONENT: School-Community Relations

LEVEL THREE: FUNCTION: Representing the School in the Community

COMPETENCIES	EVALUATION ACTIVITIES	EVALUATION CRITERIA	CYCLE
5.00 The trainee can effectively represent the school in the community.			
The trainee can: 5.01 Participate in parent conferences if appropriate.	Given teacher feels trainee participation in parent conference would be helpful.	Trainee participates in the conference.	
5.02 Visit pupil's home if appropriate.	Given teacher assigns trainee to make a home visit.	Trainee visits home and accomplishes assigned task.	
5.03 Use judgment in discussing school affairs with the general public.	Given trainee's performance is evaluated by trainee, supervisor, and teacher.	General public has not indicated any dissatisfaction with trainee by reporting to building administrator or teacher by phone.	
5.04 Participate in school functions involving parents and other adults.	Given trainee participates in back-to-school night or any other similar function.	Trainee's behavior is within norms and standards of conduct for any building staff member.	

LEVEL ONE: COMPONENT: Non-Instructional Activities

LEVEL TWO: SUB-COMPONENT: Standards of Conduct

LEVEL THREE: FUNCTION: Improving Professional Competence

COMPETENCIES	EVALUATION ACTIVITIES	EVALUATION CRITERIA	CYCLE
7.00 The trainee works at improving professional competence.			
The trainee can: 7.01 Plan a program for his/her own professional development.	Given trainee is requested to indicate professional goals and plan of how he/she will reach goals.	Trainee can submit goal plans in writing to supervisor and/or teacher. Trainee can describe goals and plans to supervisor and/or teacher.	
7.02 Model professional growth plan.	Given trainee conferences to assess his/her professional plan with supervisor and/or teacher periodically.	Trainee can provide examples of how he/she is reaching goals.	
7.03 Attend training sessions regularly.	Given supervisor assesses trainee attendance at scheduled sessions.	Supervisor judges trainee's attendance as acceptable.	
7.04 Identify own strength and weaknesses.	Given trainee conferences with teacher and/or supervisor to assess trainee's performance.	Trainee can identify weak performance areas that in the judgment of of the supervisor and/or teacher are consistent with their perceptions of the trainee's performance.	
7.05 Design a plan to strengthen identified weak areas in performance.	Given trainee is required to submit a written plan to strengthen weak areas in performance.	Trainee submits written plan.	
7.06 Change behavior.	Given trainee has agreed to change a behavior in his/her performance.	Trainee can provide evidence that the change took place.	

COMPETENCIES	EVALUATION ACTIVITIES	EVALUATION CRITERIA	CYCLE
	Given the supervisor and/or teacher observes the trainee demonstrating a change in the trainee's behavior.	Trainee successfully demonstrates new behavior.	

LEVEL ONE: COMPONENT: Non-Instructional Activities

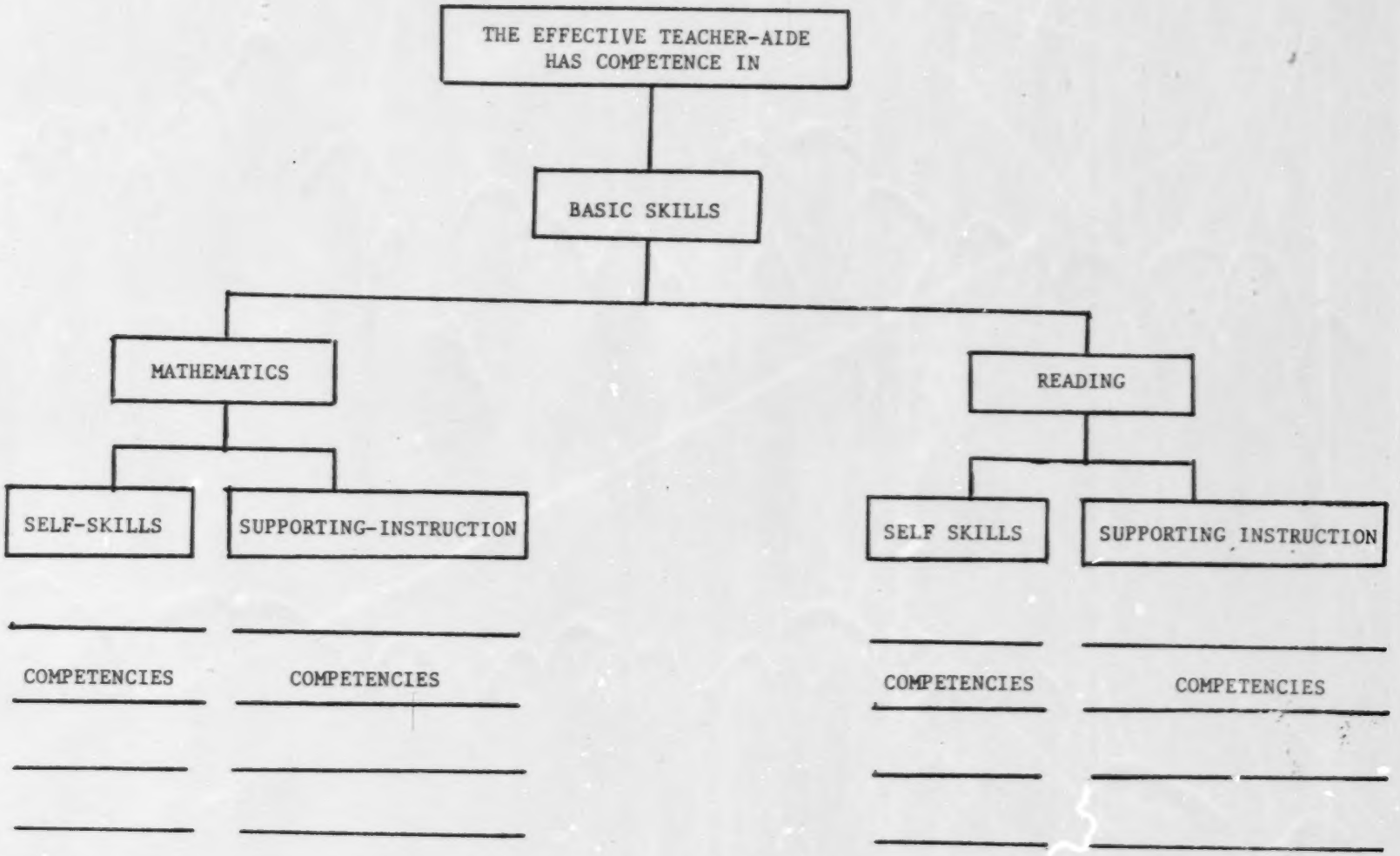
LEVEL TWO: SUB-COMPONENT: Standards of Conduct

LEVEL THREE: FUNCTION: Behaving Ethically

COMPETENCIES	EVALUATION ACTIVITIES	EVALUATION CRITERIA	CYCLE
8.00 The trainee can behave ethically on and off the job.			
The trainee can: 8.01 Maintain regular attendance,	Given trainee notifies supervisor and teacher when he/she will be absent. Given trainee does not experience a major illness or accident. Given trainee experiences an illness or accident that will require his/her absence for a period of longer than 10 days.	Trainee is absent for reasons verified to the supervisor and teacher. Trainee will be absent for illness no more than 10 days during the total training program. Trainee continued participation in the program is evaluated by the supervisor and teacher.	
8.02 Accept responsibility for tasks assigned to him/her.	Given supervisor and teacher conference to evaluate trainee's performance. Given trainee evaluates his/her performance by rating self between one and five (five being high).	Supervisor and teacher rate trainee's acceptance of responsibility as acceptable. Trainee rates self fair or above for accepting responsibility.	
8.03 Maintain a pattern of being on time.	Given trainee is assigned to perform functions at certain times.	Trainee is on time at least 99% of the time.	
8.04 Use judgment in discussing pupil behavior with colleagues and lay people.	Given trainee attends seminar on ethics of the education profession.	Trainee can list at least two areas of pupil behavior that should not be shared in informal faculty room	

COMPETENCIES	EVALUATION ACTIVITIES	EVALUATION CRITERIA	CYC
		conversation or with the general public.	
	Given trainee reads four situational descriptions that focus on deviant examples of pupil behavior.	Trainee can list the proper person to whom the information should be relayed to help the pupil.	
	Given trainee and teacher interact informally with colleagues and the general public.	Teacher verifies that trainee uses judgment in sharing information with colleagues and the general public.	
	Given supervisor observes trainee's informal interaction with other trainees.	Supervisor verifies that trainee uses judgment in sharing information.	
8.05 Voluntarily exhibit an interest in children.	Given trainee is informed that he/she must provide evidence that he/she is interested in children.	Trainee can provide at least five examples of his/her behavior that indicates a genuine interest in children.	
	Given supervisor and trainee conference and negotiate a list of trainee behaviors that would indicate a genuine interest in children.	Trainee can provide at least five examples of his/her behavior for each indicator on the list.	
	Given teacher and supervisor conference to evaluate the trainee's performance.	Teacher can provide at least five examples of the trainee's behavior that indicate a genuine interest in children.	
8.06 Be accepted by children.	Given trainee administers My Teacher questionaire to pupils.	Majority of pupils rate trainee positive on all the questionaire items.	
8.07 Indicate acceptance of realistic norms and expectations placed upon teachers and other adults who are professional educators.	Given trainee attends seminar about do's and dont's in the building.	Trainee's pattern of behavior during the training period indicated an acceptance of the norms and expectations.	

COMPETENCIES	EVALUATION ACTIVITIES	EVALUATION CRITERIA	CYCL
	Given trainee's performance is evaluated periodically by the teacher and the supervisor.	Teacher and supervisor verify that trainee can operate within limits of the norms and expectations.	
8.08 Follow through on commitments made to pupils.	Given trainee expresses commitment to pupils, i.e., day papers returned, trainee participation in an activity with pupils, agreement to help a pupil individually, etc.	Trainee meets commitment at least 95% of the time.	


THE EFFECTIVE TEACHER-AIDE HAS COMPETENCE IN
BASIC SKILLS
MATHEMATICS
READING
SELF-SKILLS
SUPPORTING-INSTRUCTION
SELF SKILLS
SUPPORTING INSTRUCTION
COMPETENCIES
COMPETENCIES
COMPETENCIES
COMPETENCIES

LEVEL ONE: COMPONENT: Basic Skills

LEVEL TWO: SUB-COMPONENT: Mathematics

LEVEL THREE: FUNCTION: Self Skills in Mathematics

COMPETENCIES	EVALUATION ACTIVITIES	EVALUATION CRITERIA	CYCLE
1.00 The trainee can demonstrate an acceptable level of competence in mathematic skills that are required to support the teacher's instructional program.			
The trainee can: 1.01 Define current terminology i.e., addition, subtraction, multiplication, division, fraction, decimal, sets, numerials, place value, is greater than, etc.	Given a list of basic terminology used in the classroom to which the trainee is to be assigned. Given trainee completes a matching test with definitions and terms.	Trainee can write definition of all terms correctly. Trainee will match terms with correct definitions.	
1.02 Solve problems using mathematics processes that pupils will be taught to use (addition, subtraction, multiplication, etc.).	Given trainee completes tests given to pupils previous year by the teacher. Given trainee completes standard math basic skills test administered to all teacher-aide trainees.	Trainee can use the correct process (determined by teacher) and complete all problems correctly. Trainee achieves an acceptable score on test.	
1.03 Correct problems that are wrong in addition, subtraction, multiplication, etc.	Given trainee corrects pupil work that teacher has already corrected.	Trainee marks the same errors as the teacher did previously.	

COMPETENCIES	EVALUATION ACTIVITIES	EVALUATION CRITERIA
	Given trainee corrects a pupil's paper orally with the teacher and/or supervisor.	Trainee correctly identifies the pupil's errors.
1.04 Distinguish between basic geometric shapes, i.e., triangle, rectangle, square, circle, etc.	Given trainee completes exercise matching geometric shapes with terms.	Trainee achieves 100% accuracy.

LEVEL ONE: COMPONENT: Basic Skills

LEVEL TWO: SUB-COMPONENT: Mathematics

LEVEL THREE: FUNCTION: Supporting Mathematics Instruction

COMPETENCIES	EVALUATION ACTIVITIES	EVALUATION CRITERIA	CYCLE
2.00 The trainee can support the teacher's mathematics instructional program.			
The trainee can: 2.01 Write numerals in an easily read manner on the blackboard.	Given trainee solves a sample problem on the blackboard.	Teacher can stand at the furtherest point away from the blackboard and read the numerals.	
2.02 Complete problems on the blackboard so that they can be read by pupil sitting furtherest away from the blackboard.	Given trainee puts a problem on the blackboard and asks pupil sitting furtherest away to read the problem.	Pupil can read the problem correctly.	
2.03 Describe test used in his/her assigned classroom.	Given trainee conferences with teacher and/or supervisor about mathematics program of instruction.	Trainee can describe how text is sequently developed in an adequate manner as judged by the teacher and/or supervisor.	
2.04 Paraphrase the teacher's short and long range goals in mathematics.	Given trainee conferences with supervisor about trainee's performance.	Trainee can paraphrase the teacher's short and long range goals in mathematics in a manner that is consistent with teacher's goals as expressed to the supervisor.	
2.05 Verbally arrange mathematics skills into a logical development sequence.	Given trainee is assigned to submit a plan describing how he/she will sequencially teach a small group of pupils mastery of a mathematics skill.	Teacher and/or supervisor approve the plan.	

COMPETENCIES	EVALUATION ACTIVITIES	EVALUATION CRITERIA	CYCLE
2.06 Assist the teacher in diagnosing individual pupil problems in addition, subtraction, multiplication, etc.	Given the trainee is assigned to correct a pupil's work in mathematics and report to the teacher about the trainee's diagnosis of the pupil's work.	Trainee diagnoses the pupil in the same way that the teacher has already done.	
2.07 Distinguish between concrete and abstract teaching.	Given trainee views video tapes of lessons taught using concrete and abstract teaching.	Trainee correctly labels which tape is concrete and which is abstract.	
	Given trainee attends a seminar on abstract and concrete teaching, then completes an exercise on listing the differences between abstract and concrete teaching.	Trainee lists at least four differences that are acceptable in the judgment of the supervisor.	
	Given trainee is assigned to plan the same lesson twice using abstract and concrete teaching.	Trainee's written plans correctly illustrate difference in two approaches in the judgment of the teacher and/or supervisor.	
2.08 Teach a lesson from a teacher's guide in mathematics.	Given supervisor observes the trainee's performance and checks against teacher's guide.	Trainee's lesson is consistent with teacher's guide plan for lesson.	

LEVEL ONE: COMPONENT: Basic Skills

LEVEL TWO: SUB-COMPONENT: Reading

LEVEL THREE: FUNCTION: Self skills in Reading

COMPETENCIES	EVALUATION ACTIVITIES	EVALUATION CRITERIA	CYCLE
3.00 The trainee can demonstrate an acceptable level of competence in reading skills that are required to support the teacher's instructional program in reading.			
The trainee can: 3.01 Spell correctly.	Given trainee completes representative sample of spelling tests given to pupils during year.	Trainee spells 99 percent of words correctly.	
3.02 Read with meaning.	Given trainee completes representative sample of reading comprehension tests given to pupils during school year.	Trainee achieves 100 percent accuracy in comprehension tests.	
3.03 Proofread with accuracy.	Given trainee is assigned to proofread teacher prepared material.	Trainee labels at least 90 percent of the errors previously identified by the teacher.	
3.04 Use a dictionary with accuracy.	Given the trainee is assigned to look up and write the definitions of at least five words.	Trainee's written definition duplicates the definition in the dictionary.	
3.05 Read orally.	Given trainee is assigned a story to read to the pupils. Teacher observes the trainee's performance.	Trainee is able to read the story in an easily understood manner as judged by the teacher.	
3.06 Define phonics approach to words.	Given trainee is assigned to look up at least five words in the dictionary and to write down the phonetic definition of the words.	Trainee's written work duplicates the definitions in the dictionary.	

LEVEL ONE: COMPONENT: Basic Skills

LEVEL TWO: SUB-COMPONENT: Reading

LEVEL THREE: FUNCTION: Supporting Instruction in Reading

COMPETENCIES	EVALUATION ACTIVITIES	EVALUATION CRITERIA	CYCLE
4.00 The trainee can support the teacher's instructional program in reading.			
The trainee can: 4.01 Describe reading materials used in his/her assigned classroom.	Given teacher and trainee conference about the teacher's instructional materials in reading.	Trainee can paraphrase the teacher's program materials in reading to the supervisor.	
4.02 Paraphrase the teacher's short and long range goals in reading.	Given teacher and trainee conference about the teacher's short and long range goals in reading.	Trainee can paraphrase the teacher's short and long range goals to the supervisor.	
4.03 Assist the teacher in diagnosing individual pupil problems in reading.	Given the trainee is assigned to listen to a pupil read and report to the teacher about the trainee's diagnosis of the pupil's performance.	Trainee diagnoses the pupil in the same way that the teacher has already done.	
4.04 Teach a reading activity from a teacher's guide.	Given trainee is assigned to teach an activity using the teacher's guide.	Trainee's performance duplicates the lesson plan as outlined in the teacher's guide.	
4.05 Supply supplementary materials in reading.	Given trainee's performance is evaluated by the teacher and supervisor.	Teacher can list at least three supplemental materials the trainee has supplied in reading.	
4.06 Do phonic analysis of pupil work.	Given trainee is assigned to do phonic analysis of pupil work and report to the teacher.	Teacher verifies that trainee's performance is acceptable.	

COMPETENCIES	EVALUATION ACTIVITIES	EVALUATION CRITERIA	CYCL
4.07 Do structural analysis of pupil work.	Given trainee is assigned to do structural analysis of pupil work and report to the teacher.	Teacher verifies that trainee's performance is acceptable.	
4.08 Make experience charts from dictation.	Given trainee is assigned to make an experience chart from dictation.	Trainee gives the experience chart to the teacher.	
4.09 Review reading materials.	Given trainee is to have responsibility for a reading activity and meets with teacher before the activity.	Teacher verifies that the trainee has reviewed the materials.	
4.10 Direct a small group or individual pupil in reading over at least a continued two week period.	Given trainee reports daily to the teacher about progress in small group.	Trainee's group is at the point that was predetermined by teacher in planning at the time they ought to be.	
4.11 Enrich reading materials by sharing experiences, questioning pupils, etc.	Given trainee directs a small group in a variety of reading activities. Trainee and teacher conference to evaluate trainee's performance.	Trainee can provide at least five examples of how material was enriched by his/her sharing of experiences, questioning pupils, etc.	